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1. Prosocial Behaviors: The Environment
2. Physical environment/ classroom setting: The classroom setting in the Child Delevelopment lab is well set up a variety of centers and space for children to move around in. The walls are mostly plain with a few covered with the children’s art work and crafts they have done in class. Each center is easily identified for the children to know what they are. For example, in the two year olds classroom they have a learning center, a playhouse center, and a table area. The learning center has a circle rug on the floor for children to sit and read and is surrounded with shelves of books for children to grab and take a look at. The play center has looks like a miniature house setting with a small bed, stove, refrigerator and table for children to use their imaginations and play house. The table area is where they sit and eat their lunch and once their finished it becomes their activity area where different blocks and puzzles and painting activities are set out for them to do. All the materials used are age appropriate, child proofed, and most materials they have more than one to reduce the conflict of sharing. For instance, when the children were water coloring all the watercolors were non toxic and washable, so in case a child accidental got paint splashed in their eyes it could be immediately be washed away. This particular classroom setting I believe really works well with the children’s prosocial behaviors because allows them to have a sense of self-direction of where to go and do in each activity center. The fact that the classroom has enough space for the children to move around in encourages their exploration and reduces conflict over space, which helps the children cooperate more with one another. Their playground setting is pretty big with a sand box on one side and the on the other they have child-sized playground full of small slides, tubes, and play houses. They also have small tricycles for the children to ride and go around the playground. All the outdoor furniture is safe and well taken care off. The children have a variety of equipment to play and explore with.
3. Temporal: The teachers did a great job using the temporal environment with the children all the time. The teachers always let the children work on their activities or play at their own pace. The children were never rushed for anything. When it was time for a new transition the teachers would always let the children know by verbally telling them they have only five more minutes to finish up whatever activity they are doing or they would start singing a song for the children to be aware that it was time to go on to the next activity. For example, during my observation the children were all in different centers playing and when it was time to clean up the teacher would start singing, “Clean up Clean up Everybody clean up, so we can go outside” the students with start cleaning up their station and sing along with her. It was really neat to see how after cleaning up their station they all would go line up in front of the door. It seemed to me like a fun and effective way for the children to transition. A less effective temporal environment that I observed in another class was when a teacher didn’t let the students know ahead of time to clean up and there was this little girl working on building project and the teacher told her to put it up. The little girl responded by that she wasn’t done and that she didn’t want to put it away. The teacher told her it was time to clean up and the girl started to cry. The teacher should have told the girl, “I notice that you have been working really hard on your building. Let’s put your name on it and leave it out today, so you can finish building it later on today or tomorrow. I believe that it would have avoided the little girl crying and she wouldn’t have felt that her needs were met.
4. Curriculum: During my observation I never say the teachers giving the children busy work to do. The kids were always doing different activities like building with different kinds of blocks or materials, playing with puzzles, coloring, and reading or being read too.
5. The classroom environment is very consistent because they follow the same schedule every day that way the children already know what they will do and what to expect everyday they arrive to their classroom. Even though the teachers plan different activities for the children to everyday they tend to pick and do activities that they know and feel that the children will have fun in and feel very comfortable in doing. The only issue that I see in the classroom is having different teachers or helpers every day. I see maybe one or two teachers that are consistently there, but the rest of teachers in the classroom change from day to day, so it’s unpredictable what teachers might be in the classroom when the children walk in. The students tend to feel more comfortable with the teachers that are with them every day because they build a trust and bond with them.

II. Interaction of Teacher/Student

1. Communication:
2. There were several examples that I observed of active listening between the teacher and the student. My first example would be when a little boy was complaining that he wanted to play with the blocks, but the table was already full. The little boy keeps complaining about how bad of a day he has had. The teacher responds and says I’m sorry that you’re having a bad day, but I’m sure your day will get a little better when we go outside and play. The teacher did a good job of active listening. She paid attention to what he was expressing and she responded to him by letting him know that she understood what he was going through and let him know that his day was going to get better. Another example that I saw of active listening was when only four or five children were chosen to go into another room to do a special activity and there was little boy that wanted to go, but five kids were already chosen. He started complaining to the other teachers in the classroom that he wanted to go do the special activity and that he has been a long time that he hasn’t been picked to go into the other room and do a special activity. The teacher responded by telling him that he was disappointed because he didn’t get to do the special activity. The teacher assured him that there would be a chance for him to go and do the special activity for that day. I really didn’t get a chance to see “I” messages being used in the classroom even though they would have been very helpful in dealing with some situations that occurred in the classroom. For example, in the classroom with the two year olds a little girl got upset because another little girl took her pan that she was playing with in one of the centers. She didn’t cry or anything she just went straight to the bed and put her head on the pillow. It took awhile for the teacher to notice her and once she did she walked up to the little girl and asked her what was wrong? The little girl told her what had happened and all the teacher did was tell the other little girl to share the pan where the two little girls could play both house with the pan. The teacher should have used “I” messages to help solve the problem. “I” messages would of helped the little girl that was upset to let out her feelings to her classmate, so that she could be aware that it upset her. An “I” message the little girl could have used with the help of the teacher would be “I get upset when you take toys away from me because then I can’t play kitchen without it.
3. One of the five levels of listening that I observed would be the level of pretending. A good of example that I observed was a conversation between a little girl and the teacher. As the teacher was walking around the classroom cleaning up the little girl kept on following her and talking to her about what her dog had done that morning. The little girl kept talking and the teacher kept on picking up stuff on the floor and once in awhile would respond “oh really” “really” “wow”, then the teacher what seemed to just get tired of hearing the little girl and interrupted the little girl and told her to please go and sit down with the other kids. The teacher never stopped and listened to the little girl’s story because the teacher didn’t even respond to her besides saying a one or two word answer.
4. Besides the example that mentioned above which would count for pre occupational because the teacher was too busy trying to get the room cleaned up instead of listening to her student. Another example of a barrier of communication for hidden agenda was when a boy in the classroom was eager to go out and play in the playground. As the teacher finished reading a story to the class and afterward had a little discussion about the story she let the students know that they were going to do an activity before they went outside. The little boy seemed confused and asked why they were doing an activity after story time if they always went outside afterwards. They teacher explained well we are going to something a little different today and we are going to go outside after we finish the activity. The little boy sat down on the table and would start on the activity. Teacher asked him what was wrong. Why wasn’t he getting started yet? He responded to I thought we were going to outside. The teacher reassured him that they were going to after the activity. The boy just sat and stared at the blank piece of paper in front of him. He had the thought of going outside in his mind that he was enabled to think about anything else except going outside to the playground.
5. The adults in the classroom did communicate in an assertive manner. For example, There were two boys running around the classroom chasing one another making and one of them is yelling the teacher calls him by this name and tells him to stop. The boys keep on chasing each other and the yelling continues. This time the teacher stops the boy that is yelling kneels down to his eye level and says, “……No Running in the classroom when I say no it’s no”. The teacher did a good job by being assertive, persistant, and got down to his eye level. Another example that I observed teachers communicating in an assertive manner was when a boy was climbing on the shelves while he was using his imagination that he was fishing. The teacher walked up to him and put him down on the floor and made eye contact with him and told him the shelves are not to be climbed on they are to be